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| **PRE-PLANNING: KNOW, SO, SHOWs** | **Learning Target(s)**  What will your students be able to do?  | **Relevant objectives** | |
| SWBAT will explain the controversy over the use of affirmative action. | Explain how amendments to the [Constitution](http://mdk12.org/share/hsvsc/glossary/government/constitution.html) expand or limit individual civil liberties, such as the 14th Amendment, 18th Amendment & proposed flag burning amendment (Unit 2)  Explain how the [Supreme Court](http://mdk12.org/share/hsvsc/glossary/government/supreme_court.html) used the [incorporation doctrine](http://mdk12.org/share/hsvsc/glossary/government/incorporation_doctrine.html) to expand the influence of the [due process clause](http://mdk12.org/share/hsvsc/glossary/government/due_process_clause.html) of the Fourteenth Amendment in cases, such as *Gitlow v. New York* (1925), *Near v. Minnesota* (1931), *Mapp v. Ohio*(1961) (Unit 5)  Analyze how the [Supreme Court](http://mdk12.org/share/hsvsc/glossary/government/supreme_court.html) decisions in *Plessy v. Ferguson* (1896) and*Brown v. Board of Education of Topeka* (1954) impacted the rights of individuals | |
| **ASSESSMENT / UNDERSTANDING**: What will students say or do to show that they understand**.** | **Assessment Limits** | |
| * Students will complete a review sheet for their test on Tuesday. |  | |
| **FOCUS QUESTION:** | **Materials Needed for TODAY** | |
|  | Paper, Pencils, tracking sheets warm-up sheets, | |
| **UNDERSTANDING:** What Questions can I ask to uncover student thinking? | **HOOK –** What will initially engage students in the lesson? | |
|  | * When you apply to a job, what characteristics should determine if you get the job? Why? | |
| **LESSON CYCLE: GO** | **OPENING. (20 min.)**   * When you apply to a job, what characteristics should determine if you get the job? Why? * Review of Homework | |
|  | |
| **INTRODUCTION OF NEW MATERIAL. (30 min.)** | |
| Students will follow along with a powerpoint about affirmative action and why it is used in the United States. We will then look at the case of Alan Bakke and determine whether we think he should have been admitted to the University of California. | |
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| **GUIDED PRACTICE. (15 min.)** | |
| With your group pick arguments for or against affirmative action. You will be using these arguments to help write a short essay about affirmative action. | |
| **INDEPENDENT PRACTICE. (25 min.)** | |
| * Write a 1 paragraph essay on affirmative action. Complete your review packet. | |
| **CLOSING. (1 mins)** | |
| Thanks for your hardwork today. | |
| **HOMEWORK:** | |
| **REINFORCEMENT** | Study for your unit 2 test. Prepare for the debate. | | |